

MEMORANDUM FOR: Career Development Board
SUBJECT : Mid-Career Development Program

1. INTRODUCTION

This paper outlines my concept of a mid-career development program, including a basic philosophy of 'mid-career,' the need for an individualized training and development plan for selected mid-careerists, and a proposal for a six-weeks' training program which would serve as a 'common core' for those selected for the individually oriented program.

2. PHILOSOPHY OF MID-CAREER TRAINING

When a Junior Officer Trainee enters on duty with the Agency, it can be assumed that there is a core of information and techniques, with which he is unfamiliar, which can be presented through group instruction to provide him with the minimum essentials of his professional knowledge.

On the other hand, when an officer reaches the 'mid-career' level he has become a specialized individual. No one else in the Agency is exactly like him. He may be radically different in many respects from another mid-careerist of the same age, grade, and potential working in the same component. Is it possible, then, to construct a single training course which will meet equally the needs of the DD/I analyst and the DD S Logistics Officer, or even a single program which will meet the needs of the many and varied specialists within the DD/P? The answer is obviously "no," and we would be doing a disservice to the offices we support if we tried to convince them that a single "training package" would do the job for all.

The emphasis at this level should be on the individual, his past performance, and an evaluation of his future potential. Although there may well be a place for a "broadening" type of course for a number of selected officers at this level, this should be only a part of an individually tailored program which would be much more adequately described as a "Mid-Career Development Program" than a training program, since it may well contain elements other than formal training.

The basic philosophy, then, at this level, should be one which permits maximum opportunity for self-development, through exposure to both broadening and specialized selective training experiences, according to the individual's needs and potentialities.

3. MID-CAREER DEVELOPMENT PROGRAM

If the concept of "Mid-Career Development" on an individual basis is valid, the next problem to be faced is: What methods can be used to determine what types of experiences a person should have at this level? Broadly speaking, most Mid-Careerists have, by the time they reach GS-13 or 14, fallen into one of three categories: (1) they have demonstrated potential for future growth and development, (2) they have reached their zenith, but are performing adequately at their level, or (3) they have become marginal or sub-marginal performers.

Before a mid-career program is developed, there should be a careful evaluation of such personnel in terms of their past experiences and performance, and their future potential, and on the basis of this evaluation, selected employees should be given the specific experiences, including training, which will equip them for their future assignments in the Agency. This would take a lot of time and energy on the part of Agency supervisors

and career boards, but to paraphrase [] "a quality program must often be accompanied by administrative inconvenience."

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Not all mid-careerists would be selected for this program; very likely only those in the top group of the three mentioned on the previous page. The selection should certainly not be made arbitrarily on the basis of grade level alone. Selection should be based on competence and capability for development rather than on deficiencies in past training, experience or performance. Because of the rapid promotion rate in the earlier days of the Agency, there are many at the GS-14 level (and perhaps a few at GS-15) who are at a 'mid-career' point in their careers in terms of age, experience and other factors. The initial concentration, in my opinion, should certainly be at the 'higher end' of the mid-career level.

Those selected for the Mid-Career Development Program would need to be released from duty for a specific period (an average of six months, but conceivably more or less) during which generalized and specialized training experiences would be offered, as well as on-the-job training, external training, and rotational experiences in their own offices or other offices, where appropriate.

4. THE SIX-WEEKS' CORE

Within the concept of individualized career development at this level, the Office of Training could present as a "core" program, a broadening type of training experience, on a selective basis, which would provide the mid-career officer (DD/I, DD/S, DD/P) with valuable insights in a number of areas of pertinence to him in his future assignments.

After careful study of mid-career programs in other Agencies, as well as our Agency's apparent needs in this area, and OTR's assets, we have devised the following program which could serve as the basic 'core':

MID-CAREER DEVELOPMENT PROGRAM

The Six-Weeks' 'Core Curriculum'

This program contains what we feel are four essential elements for mid-career officers being groomed for greater responsibility.

1. A thorough understanding of national policy machinery, inter-agency relationships and current problems in intelligence.
2. Insight into the field of executive management.
3. The impact of international communism.
4. An understanding of the sociological, psychological and cultural factors which shape events in the world today.

Such a program would be oriented toward student participation with only a limited time devoted to formal presentations. Case studies, seminar discussions, oral and written presentations would be utilized.

Appropriate reading assignments would be made, and outside reading would be encouraged.

The Office of Training could begin such a program early in 1962, and schedule two presentations a year. The course would be aimed at the GS-13 and 14 level, and would of necessity be limited to not more than fifty students. Equal representation from DD/S, DD/I, and DD/P would be encouraged.

Course objectives and a possible tentative schedule follow:

1. General Objective

To broaden the perspective of selected mid-career officers by

providing them with a current and comprehensive picture of national security structure, intelligence community problems, intra-agency problems, management problems, current status of the international Communist movement, as well as a view of cultural, psychological, and economic trends in the world today which affect our understanding of foreign societies, and our ability to deal with individuals and with groups. The program will afford such officers the opportunity to gain new insight into those broad areas which are pertinent to their future assignments as senior officers and managers in the Agency.

11. Specific Objectives

A. To provide the student with a broader knowledge of ideological, cultural and psychological factors which affect developments in foreign countries, in order to develop a higher degree of effectiveness in analyzing intelligence information, performing intelligence research, and meeting the Agency's overseas collection responsibilities.

B. To broaden the student's understanding of the current processes of decision-making at the national security level, U. S. foreign policy objectives, the nature of the intelligence support mechanisms which play an integral part in achieving these objectives, and the inter and intra-agency problems in the areas of collection, production and dissemination of intelligence.

C. To provide an opportunity for taking a fresh look at American values, attitudes, and trends.

D. To provide a comprehensive review of the major trends and developing patterns in the ideology, organization capabilities, and activities of the International Communist movement; and to discuss, by

means of selected case studies, the major problems of anti-Communist operations.

E. To develop a better understanding of the principles of effective management as they apply to Agency personnel and Agency operations.

PROPOSED SCHEDULE

Weeks I and II -- "A Review of Policy Structure and Current Thinking, Practices and Developments in American Intelligence."

(This would include appropriate elements of the current CSR and IR courses, with a more equal balance between DD/P and DD I coverage than now appears in either. Ample time would be allowed for small group sessions, and seminar discussions relating to current problems).

Weeks III and IV -- "Management" in the morning; "Problems in Communism" in the afternoon.

The management phase would consist essentially of the highlights of the Management Course as now presented to the higher echelon managers. If a number of students had already taken Basic Management, two groups could be formed - an "elementary" group devoting itself mainly to management principles, and an "advanced" group using a more complex 'case study' approach. The Management Faculty feels that with a relatively small group of people this method would be entirely feasible. Communism would consist of a minimum number of lectures and a maximum number of case studies and seminar discussions relating to problems of Communist ideology, Communist techniques and anti-Communist operations.

Weeks V and VI -- A program geared to provide the student, through exposure to the behavioral sciences, with sound approaches which can be used in gaining a better understanding of foreign cultures and environments, and interpreting and predicting behavior. Guest speakers from appropriate universities as well as Agency and OTR speakers would be utilized. A

section would be devoted to an understanding of the current American scene, and methods of explaining American attitudes and culture to those from other parts of the world. Seminar discussions and case studies would be used throughout the program.

For DD/P officers, a seventh week of 'Operational Management' might be appropriate. Such a program could be held [] and could be 25X1A6A conducted in seminar fashion, utilizing OTR instructors with DD/P experience and senior headquarters people representing FI, CI, and CA interests.

5. SUMMARY

For a given individual, the six-weeks' course might be the first step or "common element" in his own personalized career program. In a way, this would be comparable to the first nine or ten-week phase of the JOT program. For example:

Student "A" from DD/S at GS-14, might progress from the six-weeks Course to an advanced management course at Chicago or Pittsburgh.

Student "B", who is on home leave from a DD/P field station might proceed into an additional week's seminar course in Operational Management [] or an existing Operations School course. 25X1A6A

Student "C" from ORR, might follow with a year in International Economics at Harvard, or a three months African Studies program at Boston University.

Student "D", a technical specialist with little potential for growth at all outside his speciality, might take additional training in his speciality but might not take the six-weeks course at all.

Within the individual career development concept, this six-weeks' core program could provide a valuable and vital training experience for

... a select group of mid-careerists as a means of increasing their understanding of the Agency's problems, as well as developing their creative and managerial capacities for more effective service.

I recommend the approval of such a program by the Career Development Board.

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